

# Institutional Report

STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft 2014		
<b>Subchapter 7</b> <b>Specializations: Supervisory and Administrative Programs</b>		
10.58.705 SCHOOL PRINCIPALS, SUPERINTENDENTS, SUPERVISORS, AND CURRICULUM DIRECTORS	10.58.705 <u>706</u> SCHOOL PRINCIPALS, SUPERINTENDENTS, SUPERVISORS, AND CURRICULUM DIRECTORS	
(1) The program requires that successful candidates:	(1) The successful candidate completes the requirements of ARM 10.58.705 School Principals, Supervisors, and Curriculum Directors and the following requirements. The program requires that successful candidates:	
(a) facilitate the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community in order to promote the success of all students;	(a) facilitate the development, articulation, implementation, and stewardship of a school and/or district vision of learning supported by the school community <del>in order to promote the success of all students and</del>	
	<u>(i) collaboratively develop, implement, and promote a commitment to a shared vision and mission integrated throughout the school system by strategic planning, aligning district wide curriculum, and facilitating policy making processes;</u>	
	<u>(ii) promote continuous and sustainable district improvement by using data to inform goals, assess organizational effectiveness, and promote organizational learning and designing, implementing, assessing and adjusting plans to achieve goals; and</u>	
	<u>(iii) demonstrate skill in working with school boards;</u>	



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(b) promote a positive school culture, provide an effective instructional program, apply best practice to student learning, and design comprehensive professional growth plans for staff in order to promote the success of all students;	<del>(b) promote a positive school culture, provide an effective instructional program, apply best practice to student learning, and design comprehensive professional growth plans for staff in order to promote the success of all students;</del> <u>the development of the full educational potential of each person through our public schools by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth and</u>	
	<u>(i) advocate, nurture and sustain a culture of collaboration, trust, learning, and high expectations to create a comprehensive, rigorous, and coherent curricular program that addresses post-secondary and life readiness through district academic standards;</u>	
	<u>(ii) develop the instructional and leadership capacity of staff in order to create a personalized and motivated learning environment for students through comprehensive professional learning opportunities with principals and leaders;</u>	
	<u>(iii) appraise, support, and supervise instruction in accordance with state standards and associated accountability systems by fostering a culture of continuous improvement which promotes growth and informs practice and promotes learning with multiple measures through district/state standards-based systems;</u>	
	<u>(iv) develop district-wide assessment and accountability systems to monitor and evaluate student progress and the impact of the instructional programs; and</u>	



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	<u>(v) maximize instructional time, use appropriate and effective instructional strategies and technologies to support teaching and learning through principal supervision and evaluation and developing principal leadership skills;</u>	
(c) manage the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment in order to promote the success of all students;	<del>(c) manage the organization, ensure proper management of the organization, operations, and resources for a safe, efficient, and effective learning environment to develop the full educational potential of each person; in a way that promotes t in order to promote the success of all students;</del>	
	<u>(i) develop the capacity for distributed leadership to ensure teacher and organizational growth to support quality instruction and student learning;</u>	
	<u>(ii) efficiently and effectively use human, fiscal, and capital resources, applying fiscal and management theory;</u>	
	<u>(iii) advocate, promote, and protect the social, emotional, and physical safety of students and staff;</u>	
	<u>(iv) demonstrate knowledge of information systems;</u>	
	<u>(v) demonstrate knowledge of student transportation laws and best practices; and</u>	
	<u>(vi) demonstrate knowledge of Montana school law, Montana school finance, and Montana collective bargaining and employment law;</u>	
(d) collaborate with families and other community members, respond to diverse community interests and needs, including Montana American Indian	(d) collaborate with families and other community members, respond to diverse community interests and needs, including <del>Montana</del> American Indian <u>and tribes in Montana</u> families, and mobilize community resources in	



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communities, and mobilize community resources in order to promote the success of all students;	<u>order to promote the success of all students, fully develop the educational potential of each person and</u>	
	<u>(i) promote family engagement by fostering and sustaining positive relationships with parents, families, caregivers, community members and partners;</u>	
	<u>(ii) promote understanding, appreciation, and use the community's diverse cultural, social, and intellectual resources to expand the educational experience; and</u>	
	<u>(iii) collect and analyze data and information pertinent to the educational environment;</u>	
(e) act with integrity, fairness, and in an ethical manner in order to promote the success of all students;	(e) act with integrity, fairness, and in an ethical manner in order to <del>promote the success of all students;</del> <u>develop the full educational potential of each person through our public schools and</u>	
	<u>(i) ensure a system of accountability for every student's academic, social, and emotional success;</u>	
	<u>(ii) model principles of self-awareness, reflective practice, transparency, and ethical behavior;</u>	
	<u>(iii) safeguard the values of democracy, equity and diversity;</u>	
	<u>(iv) consider and evaluate the potential moral and legal consequences of decision making and promote social justice to ensure that individual student needs inform all aspects of schooling; and</u>	



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	<u>(v) demonstrate knowledge of Americans with Disabilities Act (ADA) and Individual Disabilities Education Act (IDEA).</u>	
(f) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to promote the success of all students;	(f) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to <del>promote the success of all students</del> ; develop the full educational potential of each person through our public schools and <u>assess, analyze, and anticipate emerging trends and initiatives in order to advocate for children, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning through systemic analysis of issues, knowledge of collective bargaining, marketing strategies, and political and economic trends; and</u>	
(g) complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit.	(g) complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit.	
(History: 20-2-114, MCA; <u>IMP</u> , 20-1-501, 20-2-121, MCA; <u>NEW</u> , 2007 MAR p. 190, Eff. 2/9/07.)		
<b>Rule 10.58.706 reserved</b>		

